

Member Facilitation Frequently Asked Questions

Why do we facilitate the *Roadmap* with members?

Facilitating the *Roadmap* with members prior to youth facilitation is an important aspect of the goals of civic engagement. It provides a key skill-building opportunity for members, while also providing an opportunity for them to come together as a team and plan a service project.

The curriculum should be facilitated with members as a "Train the Trainer". Studies show that doing or experiencing something increases retention of learning objectives. As the table below illustrates, people retain about 75% of the information they learn by doing. By going through the curriculum themselves, members are more likely to understand the curriculum and how it might best be facilitated.

Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teaching to Others or Putting to Immediate Use	90%

Why take members through a curriculum designed for middle-school aged youth?

Although members could learn a great deal about civic engagement through means other than the *Roadmap*, such methods would not help them prepare to facilitate with youth. Going through the same process that youth will be going through is key to that important goal.

For tips on engaging members in the curriculum, please see Differences between Facilitating with Members and Youth or Tools for Engaging Members with the *Roadmap*.

Should members act as if they were middle-school aged youth during member facilitation?

No. Members do not need to change their behavior to reflect that of middle-school aged youth. It is highly encouraged to explore how facilitation might look different with youth by debriefing each unit (see Debriefing Each Unit as a Team), but members should not try to change their behavior while participating. Members should be encouraged to remain open-minded and to fully engage with the curriculum.

Can we go through the curriculum for a service project that we are already planning to do?

No. One of the most important aspects of the *Roadmap* is that participants choose their service project as part of the process. Any service projects that the team will already be doing can be used as exploratory service projects by linking the projects to the themes of the curriculum.

During facilitation it is likely that members will start thinking early about what sort of project they want to do. This is natural and part of the process. However, members should not feel pressured to choose a specific need to address or a particular service project.

Can Project Supervisors, host agencies, and/or other local organizations suggest a service project to members?

It is not recommended. However, proposals can be made as long as the goals of the curriculum are upheld, particularly those of participant voice and empowerment. Here are some guidelines to ensure that any proposals for service projects are made appropriately:

- ⇒ Any proposals should be made *after* the Round Robin Brainstorming in Unit 6. It would not be appropriate for suggestions to be made prior to that point, as it may affect voting and decision-making by the members.
- ⇒ Any proposed projects should fit the member-identified need that was chosen at the end of Unit 5.
- ⇒ Guests proposing service projects should not be present while members deliberate and vote on the project they will be doing.
- ⇒ Members should not feel pressured to choose a proposed service project.
- ⇒ Any proposed service projects should require significant planning and organization from members. Service projects where members are assisting with another organization's event are acceptable as long as members are playing a critical role in the completion of the project.

Does the member service project have to be a large event?

No. Smaller projects are fine and may work better with members' schedules. It is more important that all members are engaged in the organization, planning, and completion of the project.